**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Operations and Algebraic Thinking Dawn Gonzalez (Quail Hollow) and Carly Smart (Canyon View)**  **The Envision Lesson: 4-5 Stories About Separating (1st Grade)SSS** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Separate |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1. Review previous learning objectives and vocabulary and clarify any misunderstanding of earlier concepts and introduce the next one. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Marzano Strategy  Day 1:  1. Introduce the word “**separate**” to the students by writing on the board.  2. Brainstorm synonyms and ask students what it means to **separate** objects, people, ideas, etc.   1. Role play with students using objects in the room showing examples and non-examples 2. Pair-shares, stories (using separating and joining), write a short story, role play a story.   Day 2:   1. Review word 2. Role play- using pictures/objects telling a story about separating   Day 3:   1. Draw a picture in math journal of a story about separating 2. Story share with partner and check partner’s work   Day 4:   1. Review opposite vocab; “joining” 2. Discuss how the two words relate to one another 3. Draw in math journal – stories about joining, write math sentence to match | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. Separating Stories & Manipulatives: Teacher demonstrates verbal examples of separation stories aided with pictures, 10-frames, and/or objects (Choral/Partner Responses) 2. Repeat using different combinations of subtraction sentences. Have students respond and ask students to explain/demonstrate how they got their answer using power questions i.e., “How did you get that answer?”, “Does anyone have a different answer?”, “Does that answer make sense?” “Why or why not?”, “Is there another way to get the same answer?”, “Why does [this answer] not make sense?” 3. After repeated modeling, provide manipulatives/10 frames for each student and prompt them to come up with separating stories to share with a neighbor (Partner Responses) Randomly call on students to present to the class their stories about separating. Have students respond and ask students to explain/demonstrate how they got their answer using power questions i.e., “How did you get that answer?”, “Does anyone have a different answer?”, “Does that answer make sense?” “Why or why not?”, “Is there another way to get the same answer?”, “Why does [this answer] not make sense?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Do whole group Guided Practice problems with an emphasis on demonstrating with manipulatives. (Written Responses) 2. Model and assist students to convert their concrete number sentences/stories into numerical sentences. (Written Responses) 3. Clarify any misunderstandings or possible confusion. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. As students work independently, interview individuals with power questions to check for understanding. Have students respond and ask students to explain/demonstrate how they got their answer using power questions i.e., “How did you get that answer?”, “Does anyone have a different answer?”, “Does that answer make sense?” “Why or why not?”, “Is there another way to get the same answer?”, “Why does [this answer] not make sense?” 2. Review Independent Practice answers and focus on power questions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| 1. Read and have the students solve the Problem Solving problems and review solutions using power questions. 2. If further formative assessment is needed, use the Quick Check Master for differentiated instruction. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  1. See Center Activities in kit. | |
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| **HOMEWORK** | |
| 1. Send home leveled homework as needed. | |